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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with a variety of topics, including the following: (1) the effects of bilingual memory on learning vocabulary through the device of semantic mapping; (2) native American and Anglo use of compliance-gaining strategies; (3) learning style preference and reading achievement of urban Alaskan native students; (4) prospective secondary school teachers' responses to student use of black English in written compositions; (5) reading, readability, and the ESL reader; (6) the effects of semantic mapping on vocabulary acquisition and reading comprehension of black inner city students; (7) the behaviors accompanying the writing process in selected third and fourth grade native American children; (8) dialect usage and function word acquisition as related to readiness for formal school curriculum; (9) factors influencing the offering of minority literature in Colorado high schools; and (10) linguistic cues used by elementary school bilingual and monolingual readers. (HOD)

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Abstracts of the following dissertations are included in this collection:

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NATIVE AMERICAN AND ANGLO USE OF COMPLIANCE-GAINING STRATEGIES

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LEARNING STYLE PREFERENCE AND READING ACHIEVEMENT OF URBAN ALASKAN NATIVE STUDENTS

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AN INVESTIGATION OF THE EFFECTS OF BILINGUAL MEMORY ON LEARNING VOCABULARY THROUGH THE DEVICE OF SEMANTIC MAPPING Order No. DA8421915

AYALA, JAVIER, PH.D. *The University of Wisconsin - Madison*, 1984. 219pp. Supervisor: Professor Dale D. Johnson

The purpose of the present study was to investigate the effects of Bilingual Memory on the learning of new English words when the instructional strategy is Semantic Mapping.

The subjects were 352 fourth grade bilinguals from the Rio Grande Valley of Texas. Subjects were assigned to one of three treatment groups: Bilingual Semantic Mapping (Group 1); Monolingual Semantic Mapping (Group 2); and Control Group (Group 3). Subjects in Group 1 were taught new English words using a bilingual mode (Spanish and English) of Semantic Mapping. Subjects in Group 2 were taught using a monolingual (English only) mode and subjects in Group 3 did not receive vocabulary instruction. Group 3 only took the Pre and Posttest.

The dependent variable was the group's mean Pre to Posttest gain score. A multiple-choice Pretest and Posttest consisting of 45 English target words was given to all of the subjects.

Each week subjects in Groups 1 and 2 were taught three semantic maps. Each map had five target words. After three weeks of instruction, forty-five target words had been taught. On the fourth week all of the subjects were given the Posttest and comparisions of gain scores between the groups were made to determine the relative efficiency of each mode.

The research hypothesis had predicted that the subjects in Group 1 would have a significantly higher mean Pre to Posttest gain score than the subjects in Group 2. The results showed that: (1) Subjects in Group 1 did not have a significantly higher mean Pre to Posttest gain score than subjects in Group 2. (2) When subjects were grouped according to language dominance, additional analyses showed that: (a) Spanish dominant subjects had a significantly higher mean gain score when taught using a bilingual mode. (b) English dominant subjects had a significantly higher mean gain score when taught using a monolingual mode.

Bilingual instruction had an additive effect on the learning of new English words with Spanish dominant bilinguals but it interfered with the English dominant bilinguals' learning of the same English words. The results of the present study have shown that neither a monolingual or a bilingual mode of Semantic Mapping was the most effective mode for all of the bilingual subjects. Language dominance was shown to be a critical variable in determining which mode of Semantic Mapping was best for learning new English words.

NATIVE AMERICAN AND ANGLO USE OF COMPLIANCE-GAINING STRATEGIES Order No. DA8504319

BURTON, CHARLINE LADD, PH.D. *The University of Oklahoma*, 1984. 151pp. Major Professor: Edmund C. Nuttall

This study examines Native Americans and Anglos as they approach compliance-gaining situations. The functional approach presupposes intentionality in which a communicator constructs a *message* intended to bring about a specific goal. The research is concerned with the attempts of people to exert *verbal control* over other people.

Forty-eight Native Americans (representing twenty-one tribes) and forty-eight Anglos completed questionnaires. The results confirm that Native Americans and Anglos do use different "sets of rules" for expressing themselves appropriately in the same situations.

The results are offered with the assumption they are generalizable to at least the four, and presumably more, situations used in this study in a Significant Other and an Insignificant Other context.

While the sample cannot be considered representative of the general population, it cuts across the age, academics, areas of interest, and tribes. Therefore, the results should also be generalizable to the tribes investigated by, and participating in, this study, and presumably more.

The findings uncover some important information which hopefully will stimulate researchers to investigate populations in other locales in the continental United States.

LEARNING STYLE PREFERENCE AND READING ACHIEVEMENT OF URBAN ALASKAN NATIVE STUDENTS Order No. DA8418152

CLYNE, ROGER DEAN, PH.D. *Oregon State University*, 1984. 148pp.

The American public school system has been delegated the responsibility for providing all children with an equal educational opportunity. For the state of Alaska, this charge is both unique and difficult. The academic performance of Alaskan Native students, the state's largest minority, is a serious concern due to their relatively inferior performance and exceedingly high dropout rate. A literature review revealed few studies dealing with Natives' unique characteristics and none investigating preferred learning style.

The purpose of this study was to determine the learning styles of Native students, compare them with their White classmates, determine whether or not sex differences exist and to ascertain the relationship between learning styles and reading achievement.

The *Learning Style Inventory* was administered to 141 Native and 478 White urban Anchorage students, grade 4-8. Data analysis included one- and two-way analysis of variance (ethnic group and sex) and Pearson product-moment correlation coefficients (ethnic group and reading achievement).

Data analysis led to the rejection of all four null hypotheses (alpha = .05). Significant differences between ethnic groups included: Persistence; Authority Figures Present; Requires Intake; Late Morning; and Consistency. Native students were less persistent, preferred the presence of teachers, desired less intake and preferred working in the late morning, while revealing greater inconsistency of preferences. Native females were significantly better motivated than males on both Self Motivation and Teacher Motivation. Two low, but significant, correlations were found between Native preferences (Noise Level and Responsibility) and reading achievement, while eleven were significant for White students.

It was concluded that significant differences do exist between Alaskan Native and White students' learning styles which may have educational implications. The data also suggest that acculturation may modify Natives' preferred learning styles and that the unique northern environment shared by both groups may cause unique physiological responses which make Natives and Whites more common on selected characteristics than either are to the normative group.

Recommendations included replication of the present study with both rural and urban Natives, exploring the impact of acculturation upon learning styles, determining whether or not life in the far North causes physiological responses which result in unique commonalities for its inhabitants and exploration of the construct of sequential-simultaneous information processing ability with Natives.

PROSPECTIVE SECONDARY TEACHERS' RESPONSES TO STUDENT USE OF BLACK ENGLISH IN WRITTEN COMPOSITIONS

Order No. DA8429433

GRIFFITHS, ANNE HANSEN, ED.D. *Memphis State University*, 1984. 163pp. Major Professor: Frank W. Markus

Purpose. The purpose of this study was to determine if prospective teachers recognize black English usage and other English usage errors in written compositions of high school students. Specifically, this study was conducted to determine if students were graded differently for using black English in written compositions and also if significant differences existed between grades assigned to these compositions by white and black prospective secondary teachers, female and male prospective secondary teachers, and underclass and upperclass prospective secondary teachers.

Procedures. Prospective secondary teachers enrolled in courses at a large, urban state university were given an opportunity to read and evaluate five written student compositions, which contained varying numbers and kinds of general usage errors, and black English usage examples. The sample consisted of one hundred prospective secondary teachers.

The data were subjected to either a one way analysis of variance or a two by five analysis of variance in an attempt to discover if the respondents' race, sex, or student classification in college were factors in their recognition of black English usage and subsequent evaluation of written student compositions containing such usage. Two scores were used in analyzing the data: percentage scores (total number of perceived errors compared to true errors and converted to a percentage) and holistic scores (perceived quantitative evaluation of compositions). Any possible significant differences in cell means between the groups were explained by the Newman-Keuls post-hoc test, which was used to show between-group differences.

Findings: (1) Significant differences occurred between the number of black English usage errors and prospective secondary teachers' quantitative evaluations of these mistakes. (2) Significant differences occurred between white and black prospective teachers' evaluations of the compositions. (3) Significant differences occurred between female and male prospective teachers' evaluations of the compositions. (4) There were no significant differences between underclassmen and upperclassmen in their evaluations of the compositions. (5) Race and sex appeared to be the two factors showing greatest significant differences, based on percentage scores.

Conclusions. There are a number of conclusions which may be drawn from this study. (1) Less discrimination and, therefore, less penalty by teachers may occur with poorer papers, possibly due to the sheer quantity or mass of errors perceived by the evaluator. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

READING, READABILITY, AND THE ESL READER

Order No. DA8424607

HAMSIK, MARIE JACQUELINE, PH.D. *The Florida State University*, 1984. 89pp. Major Professor: Frederick Jenks

This study reports the results of research to determine whether readability formulas developed for the measuring of reading difficulty for native English readers are applicable to the measuring of readability for English as a second language learners. The specific purpose of this study was to determine if four widely used readability formulas (the Flesch formula, the Dale-Chall formula, the Fry Graph, and the Lorge formula) measured reading difficulty for ESL students enrolled in intensive English centers in the United States in preparation for academic work.

The Spearman rank order correlation coefficient was used to measure the correlation between the cloze test results of ESL students on a series of passages known as the Miller-Coleman Readability Scale and the readability formula results of those same passages. The findings were presented in four parts: (a) the cloze difficulty index and standard deviation of the reading passages based on results of the cloze tests; (b) the difficulty index of the same passages using the four different readability formulas; (c) the relationship between the cloze difficulty index and the difficulty index of each readability formula; and (d) a method to enable teachers to match a student to appropriate reading material given a known TOEFL score and a known readability level for a passage or text.

From analysis of the data, it was determined that a correlation did exist between the rank orders of the passages as measured by the cloze scores of the ESL students and by the readability formulas, and that this correlation was meaningful.

According to the data of the sample, it now seems possible to state that the four readability formulas and graphs used in this study do measure readability of ESL students and that they can be used to select material appropriate to the reading level of ESL students.

THE EFFECTS OF SEMANTIC MAPPING ON VOCABULARY ACQUISITION AND READING COMPREHENSION OF BLACK INNER CITY STUDENTS

Order No. DA8417954

JONES, SANDRA TROTMAN, PH.D. *The University of Wisconsin - Madison*, 1984. 192pp. Supervisor: Professor Dale D. Johnson

The purpose of this study was to examine the effects of two prereading vocabulary teaching strategies on the vocabulary acquisition and passage-specific reading comprehension of fifth grade, black, inner city students. The students' attitudes toward the prereading strategies to which they were exposed were also examined.

There were two experimental treatment groups and one comparison no-treatment group. The treatment conditions were semantic mapping and a conventional basal approach. Semantic mapping, a categorical structuring of information in graphic form, emphasized the relationship of target words to learners' prior knowledge.

Sixty-seven, fifth grade, black, inner city students from a large midwestern public school district participated in a practice session and two experimental sessions of approximately forty-five minutes each. Each session consisted of subjects participating in a prereading activity, reading an expository passage and completing a multiple choice vocabulary test and a passage-specific reading comprehension test. Following the last experimental session, subjects completed an attitude questionnaire.

Mean scores of intact classrooms were used as the unit of data analysis. Data were analyzed using the Welch Aspin and the Wilcoxon Tests.

The three major hypotheses compared the performance of the subjects on the dependent measures of vocabulary acquisition, passage-specific reading comprehension and affective responses of subjects to the two experimental strategies. The results indicated that the semantic mapping group scored significantly higher on the vocabulary acquisition and the passage-specific reading comprehension tests. No statistically significant differences in attitudes toward the treatments were found between the two groups. An examination of the descriptive data indicated that both experimental groups had positive attitudes toward the vocabulary teaching strategies.

Statistical findings revealed that semantic mapping, a direct instruction vocabulary strategy that capitalizes on the categorization of concepts and students' prior knowledge, does positively affect vocabulary acquisition and passage-specific comprehension of expository passages.

THE BEHAVIORS ACCOMPANYING THE WRITING PROCESS IN SELECTED THIRD AND FOURTH GRADE NATIVE AMERICAN CHILDREN

Order No. DA8424905

KASTEN, WENDY CHRISTINA, PH.D. *The University of Arizona*, 1984. 227pp. Director: Yetta Goodman

This study is designed to analyze in depth, the behaviors that accompany the writing process in six third and fourth grade Native American children. The children's writing, collected over a two year period, was observed by a team of researchers who carefully recorded revisions, rereading, subvocalization, resource use, stop-and-thinks, interruptions, and related talk while writing was taking place in the regular classroom setting. Four groups of questions were posed as a result of the observations focusing around the kinds of resources young writers use, the way they revised, the role of oral language during composing, and the relationship among the various observed behaviors.

Young writers use both human resources and a wide variety of inanimate resources such as dictionaries, bulletin boards, and other classroom print to assist themselves and each other in spelling words, and making various other decisions about their writing. The subjects have differing strategies for revising their texts, but have spelling and neatness as their highest priorities. Children use more resources more extensively when they are encouraged to, when the materials are accessible, and collaboration among classmates is promoted. Approximately 90% of all oral language that takes place as children write is related directly to their writing. Oral language is a part of and seems to be important to all phases of writing, including strategies for consideration of what to write, collaboration with others and finding an audience. The use of oral language demonstrates that all aspects of the composing process including pre-writing, text generation, and revision or reconsideration of text are dynamically interacting as writers compose. There are important co-occurrence of types of behaviors including stop-and-thinks with interruptions, revisions with subvocalization, and revisions with resource use.

DIALECT USAGE, FUNCTION WORD ACQUISITION AS RELATED TO READINESS FOR FORMAL SCHOOL CURRICULUM

Order No. DA8419084

LAU, AILEEN C. WATSON, ED.D. *University of South Carolina*, 1984. 154pp.

The purpose of this study was to investigate the relationship between dialect usage, function word acquisition and readiness for a formal school curriculum. More specifically, the study investigated the relationship between the amount and percentage of dialect used when variance attributable to function word acquisition was held constant and performance on a readiness assessment battery. This study attempted to determine significant differences between the level of function word development and "ready" and "not ready" performance on the readiness assessment battery. The two major questions posed by this study were: Is there a significant relationship between dialect usage and readiness for a first grade curriculum when variance attributable to function word acquisition is held constant? Is there a significant difference between function word acquisition and "ready" and "not ready" performance on a first grade readiness measure?

The *Sentence Repetition Task* (Anastasiow & Hanes, 1973) and the *Cognitive Skills Assessment Battery* (Boehm & Slater, 1981) were administered to 72 children during the first three weeks of first grade. The children were randomly selected from a rural, poverty area located in upper South Carolina. All the children were from rural families of low socio-economic status backgrounds. Non-minority children were not included in the sample.

The results indicated that dialect usage as measured by frequency and percentage of dialect used was not significantly related to the readiness measure. A significant difference ($p < .0001$) was found between function words used correctly and children who were identified "ready" on the readiness measure. Finally, a significant difference ($p < .0001$) was found between function words omitted and children identified "not ready" on the readiness measure.

This investigation did not support the hypothesis that dialect usage of low socio-economic status, minority children is related to performance on a readiness battery. However, the investigation supported the hypothesis that there is a significant difference between level of language development of children identified "ready" and/or "not ready" on a readiness measure.

FACTORS INFLUENCING THE OFFERING OF MINORITY LITERATURE IN COLORADO HIGH SCHOOLS, 1971-1983

Order No. DA8422638

PALMER, POLLY, PH.D. *University of Colorado at Boulder*, 1984. 436pp. Director: Professor Richard J. Kraft

The purpose of this study was to examine the offering of minority literature within separate courses in Colorado high schools from 1971-1983 and to determine the factors which affected its inclusion in or exclusion from the curriculum. Brief attention was also given to minority literature contained in general American Literature and American Studies courses.

Data were collected through a survey questionnaire developed by the researcher and mailed to all language arts department heads in Colorado high schools. Follow-up interviews were conducted with teachers and principals at five target schools. Further information was gathered from North Central Association records for 1971-72, 1976-77, and 1981-82. In addition, American literature textbooks were analyzed for their minority literature content. Additional sources of information included interviews with university personnel in English, education and admissions, examination of ACT, SAT, GRE, and GRE-English study guides.

Major conclusions of the study included that in the middle seventies no more than one-fifth of the high schools in Colorado offered minority literature as a separate course. After that time the number declined to a level almost equal to the schools which offered separate courses in 1971-72. The number further declines in 1982-83. In addition, rather than be included in traditional American Literature courses, minority literature has generally faded into obscurity.

Seven factors emerged which influenced the offering of minority literature in separate courses: the community, building principal, district curriculum, budget, availability of books, student population, and, most significantly, the decision of the individual teacher. Factors which affected the offering of minority literature within American Literature courses included: textbooks, teacher evaluation, district requirements, state requirements, and most crucial, teacher preparation.

LINGUISTIC CUES USED BY ELEMENTARY BILINGUAL AND MONOLINGUAL READERS Order No. DA8415012

RIVERA, MARIA ACEVES, Ed.D. *New Mexico State University*, 1984. 166pp. Chairman: Dr. Leon E. Williamson

Problem. How do elementary bilingual students compare with elementary monolingual students in using linguistic cues when reading aloud in Spanish and in English?

The study investigated the subjects' effectiveness in using specific linguistic cues when reading material systematically encoded with 8 morphological, 8 syntactic, 8 grammatical and 8 semantic errors by (1) analyzing the differences in reading comprehension scores, total number of errors corrected and types of errors corrected most frequently by the four groups of readers in the study--Spanish/English bilinguals who read in Spanish, Spanish/English bilinguals who read in English, Spanish monolinguals who read in Spanish and English monolinguals who read in English; (2) exploring the possibility of a relationship between the quantity and the type of errors corrected by the readers and their reading comprehension scores; (3) making an interpretative analysis of some of the subjects' oral reading to interpret the use of visual and nonvisual information in attending to the encoded errors.

Procedures. The Spanish/English bilingual S_s were from 2 elementary schools in Southern New Mexico. The English monolinguals were from the elementary school in Canutillo, Texas. The Spanish monolinguals were from an elementary school in Juárez, México. S_s chosen to read in Spanish read from the CTBS Español Level 1. S_s chosen to read in English read from the CTBS Level 1 Form S.

Findings. (1) Spanish monolinguals performed significantly lower in comprehension scores and in total number of errors corrected. (2) Subjects correcting more syntactic errors obtained the higher comprehension scores. (3) Morphological errors were most often corrected; semantic errors were least often corrected by all the readers. The interpretative analysis revealed the readers' use of linguistic competence. They used only the cues which carried the most information. Most readers were proficient in using nonvisual information. The psycholinguistic theory of reading, that reading is an active process where the reader uses his language competence to seek comprehension, was supported.

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